

Lanesfield Primary School



Languages Policy 2020 - 2021

Review date: September 2021

Language Policy

This policy was updated and reviewed by Teri-leann Roberts June 2020.

Intent

At Lanesfield, we understand to learn a language is to have one more window from which to look at the world and feel at home.

The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own cultures and those of others.

At Lanesfield Primary, we want to prepare our children for life as citizens of a global community. By introducing a different language at an early age, we want to spark children's interest in languages and provide them with foundational listening, speaking, reading and writing skills to allow them to communicate with others.

It is our aim to provide the foundations for learning further languages, equipping pupils to study and work in other countries.

Our language curriculum is further supported by the use of ICT. 1:1 iPads provide opportunities for our children to read and listen to phrases and stories in another language and provide a blended learning companion that is responsive with the user, enabling them to develop independence and accuracy.

Aims

- To capitalise on the ability of young pupils to rapidly acquire passive and active knowledge of another language
- Where possible and relevant, to embed the language into the main primary curriculum
- To broaden the culture awareness of the pupils and to foster positive attitudes to language learning, speakers of other languages and other cultures
- To create confident language learners who enjoy languages, who can express their thoughts and ideas in another language and can understand and respond to its speakers both in speech and writing
- To use the target language in the lessons as much as possible.

Inclusion

All pupils are equally valued, including those who need extra support for a range of educational needs and more able pupils.

To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed.

- Use of visual aids/gestures
- Choral and individual repetition (conversations can be recorded on showbie)
- Physical responses to questions
- Open and closed questions
- Multiple choice questions
- Tasks with small, clearly identified steps
- Practical activities
- Higher achievers encouraged to lead specific language tasks
- Use of FLA, classroom assistant or class-teacher to support some learners
- Appropriate pupil grouping
- Differentiated written work
- ICT resources which scaffold and challenge all pupils.

Learning a language in the primary phase should be a positive experience for all pupils. Differentiation is essential if all pupils are to regularly experience success.

Methodology

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities include:

- Almost exclusive use of the foreign language during lessons
- A media report of work which develops with the children throughout KS2
- Providing opportunities in each lesson for pupils to use and practise what they have learnt
- ICT opportunities throughout including Duolingo and Showbie speech to record conversations
- Learning songs, rhymes and stories
- Focus on grammatical structures and phonology
- Pair-work and group work
- Use of authentic materials]
- Written activities to reinforce learning

Objectives of the curriculum

Children will be taught a range of knowledge of skills in key stage 2. They will focus on high-quality language education which will help pupils gain fluency and understanding of the Spanish language and culture.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining and responding (this can be recorded on showbie)
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Embedding MFL in the curriculum and exploiting opportunities

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences.
- **Computing:** of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data and word processing.
- **PSHE:** the multilingual society, knowledge of other countries and cultures.
- **Mathematics:** counting, calculations, the time and date and money.
- **Geography:** work relating to the study of other countries, points of the compass and weather.
- **Science:** work on parts of the body, animals and healthy eating.
- **Music:** rhyming, rhythm, singing, composition and world music.
- **RE:** international or multicultural work, celebration of festivals, story telling, calendars and customs.
- **History:** work relating to the study of other countries, family trees of famous people.
- **Art:** descriptions of paintings, the history of Spanish artists.
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

Where possible we are hoping to involve the wider communities by:

- Networking with other primary schools
- Involving of other adults/ children to enhance pupils' experience]
- Forging links with schools in Spanish speaking countries
- Working with local secondary school to share experience and resources and to ease transition.

Assessment

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Roles and responsibilities

It is the role of the Language co-ordinator, under the guidance of the Head teacher.

- To organise language coverage within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To review standards of work within the school by reviewing samples of work from learning journals, display work, duolingo, showbie and pupil interviews

Review

This policy will be reviewed in September 2021